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ABSTRACT

This report covers almost two decades of European Community cooperation in education. Significant historical points are brought out, but the main focus is on what this cooperation means today, after so many years of activity and hard work. The report traces the efforts of the Member States of the European Community to gain a better understanding of the education systems in other Member nations. Initial and continuing training programs remain a major focus of Member efforts since economic growth and development depends on a knowledgeable work force. Reference is also made to Community actions in the field of youth policy and to Tempus, the program for higher education cooperation with the countries of Central and Eastern Europe. The report is divided into four sections: (1) "From the Initial Commitment to Today's Initiatives"; (2) "Developments and Areas of Action Since 1976"; (3) "Actors and Partners in Cooperation"; and (4) "Constructing the Future on the Foundation of Past Achievements and Wide-Ranging Consultations." The volume concludes with a list of 352 references, including the main legislative texts and documents which have formed the basis of the European Community's education, training, and youth actions and programs since 1976. (EH)

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ED 439 969

EDUCATION
TRAINING
YOUTH

Studies

No 2

Cooperation in Education in the European Union

1976 - 1994

SO 027 309

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Introduction

At the end of the 20th century, education finds itself a central political issue and subject of debate at national level. Never before has its relevance to economic and social development been so widely recognised nor has there been so much discussion of ways and means of improving its quality. This concern very soon became evident in the context of European integration, as individual Member States wished to gain a better understanding of the others' education systems and policies and to exchange experience and thinking in these areas. The desire to promote cooperation in education was expressed in the 1970s, leading to the adoption in 1976 of the Resolution which established the first action programme in the field of education.

However, it was not until the new Treaty on European Union came into force on 1 November 1993 that education was fully recognised as a Community responsibility. The future role of the Community in the field of education will be subject to the **principle of subsidiarity,** in accordance with which Community action must aim to support and complement Member States' action, respecting their cultural and linguistic diversity. As indicated in the new Treaty, the priority areas of joint action will be the European dimension, student and teacher mobility, youth exchanges, cooperation between educational establishments, exchanges of information, teaching the languages of the Member States, and the development of distance education.

At the beginning of 1994, an important new stage was entered with the Commission's adoption, under the new Treaty, of a proposal for a five-year education action programme which it called SOCRATES. From the beginnings in 1976 to SOCRATES, much ground has been covered, considerable progress made, much experience gained and a great deal accomplished. The results are considerable and deserve to be better known, as regards both their strengths and those aspects which are worth further strengthening.**This report therefore aims to give all those involved in education at the various levels (political and/or professional) some appreciation of what has been achieved through this cooperation, the fruits of a constructive dynamic between Member States and Community institutions, amongst which the Commission has played an important role as a catalyst.**

Without claiming to be exhaustive, this report aims to provide as complete a picture as possible of almost two decades of Community cooperation in education. While the development of major programmes like Erasmus and Lingua has been a key element in this cooperation, it has many other equally important aspects which the reader will discover or recognise here. Significant historical points are brought out, but the main focus is on what this cooperation means today, after so many years of activity and hard work.

No account of the development and the major achievements of cooperation in the field of education in the wider sense can be complete without reference to the actions and programmes carried out in the more specific area of initial and continuing training (Petra, Force, etc.). Education and training, as complementary elements contributing to strengthening economic and social cohesion in Europe, depend upon ever-increasing interaction. Reference is also made to Community actions in the field of youth policy and to Tempus, the programme for higher education cooperation with the countries of Central and Eastern Europe.

Under the Commission's new proposals presented at the end of 1993 and the beginning of 1994, following the coming into effect of the Treaty on European Union, the various Community actions carried out hitherto will be reorganised for the future under three major programmes, SOCRATES for education, LEONARDO DA VINCI for vocational training, and Youth for Europe III for actions in the youth field. These three new programmes, which are in process of being approved, will undoubtedly serve to consolidate the results of the cooperation which has prevailed hitherto and aim to make an even more effective contribution to the development of quality education in Europe, as required by the Treaty on European Union, which constitutes the policy framework for our future work together.

November 1994

We must safeguard in Europe "an exceptional source of development, progress and culture".

Final Communiqué of the Conference of Heads of State or Government, The Hague, 1 and 2 December 1969

Coordination of the preparation of this report has been undertaken on behalf of the Task Force Human Resources, Education, Training, Youth by the European Unit of EURYDICE.

I FROM THE INITIAL COMMITMENT TO TODAY'S INITIATIVES

Key stages in cooperation

• In 1971, the Ministers of Education of the six Member States of the Community (Belgium, France, Germany, Italy, Luxembourg and the Netherlands) met for the first time and defined a conceptual framework for future activities. The central role of education in the development of the European Community was recalled in the Community's **first action programme** for education, which was adopted in **1976** in the form of a Resolution reaffirming the desire of the Council, and the Ministers of Education meeting within the Council, to achieve European cooperation in education. The action programme provided for the setting up of an Education Committee responsible for preparing the proceedings of the Council, together with a Commission programme of proposals and measures.

> ***The Council and the Ministers for Education meeting within the Council shall meet periodically to follow the implementation of the action programme, to establish future guidelines, and to compare their policies.***
>
> **Resolution of 9 February 1976**
> **comprising an action programme in the field of education.**

• This first programme identified six areas for priority action and defined the roles of the Member States and the Community and thus their commitment to working together. It is worth mentioning these areas briefly, since they represent the main focus of future action and cooperation.

1. Education and training of nationals of other Member States

The Member States' main responsibilities in this area are to improve reception facilities for the children of nationals of other Member States and of third countries and to enable them to adapt to the school system and way of life of the host country, with an emphasis on teaching both the host country's language and the children's mother tongue.

The Community's involvement is particularly in providing joint financing for pilot projects so as to encourage exchanges of information and experience, studies and research, the development of teaching materials, and teacher training.

2. Promoting closer relations between educational systems in Europe

As long ago as 1976, it was recognised that it was of key importance to promote closer relations between educational systems in Europe. Cooperation in education cannot be developed without improving mutual understanding of the education systems and giving more attention to Europe in the education of both pupils and teachers.

3. Compilation of documentation and statistics

All those involved in education, at all levels, need relevant information on European education systems in the interests of mutual understanding and mobility. The first action programme stressed this point and the need to organise and improve the circulation of such information. EURYDICE, the education information network in the European Community, was therefore set up and started work in 1980. Its main purpose is to facilitate the exchange of information on education systems and policies, and it thereby contributes to closer cooperation between Member States and to greater mutual understanding.

4. Cooperation in the field of higher education

In 1976, the Ministers decided that cooperation in higher education should start with the development of links between institutions of higher education; the promotion of greater mobility for students, teachers and researchers; and an increase in the possibilities for the academic recognition of diplomas and periods of study in another Member State. These objectives constituted the foundation for future programmes in this area, such as Erasmus, Comett and Tempus.

5. Teaching of foreign languages

The Resolution, which was adopted at a time of increasing awareness of the importance of foreign language skills in exchanges between countries, advocates:

- offering all pupils the opportunity of learning at least one other Community language;
- enabling all future teachers of languages to spend a minimum period of time in the country or region where the language they plan to teach is spoken;
- promoting language teaching outside the traditional school system, for example, in re-training programmes for adults.

The fundamental place of foreign-language teaching was confirmed in 1989 with the adoption of the LINGUA programme, the main purpose of which is to improve, in quantity and quality, European citizens' knowledge of foreign languages.

6. Equal opportunities

The achievement of equal opportunity for everyone to obtain a quality education is an oft-repeated objective of all Member States' education policies.

The prime concern is with the difficulties of young people, particularly of young people with problems, who leave school with neither the general education nor the qualifications to cope with adult and working life. In December 1976, the Council approved a Resolution establishing a programme of pilot projects on **"young people's transition from school to adult and working life".** The results of these pilot projects had a considerable influence on the planning of the PETRA programme, the first phase of which was adopted in December 1987. Its main aim is to improve the initial training of young people and to prepare them for adult and working life.

Concern for promoting equal opportunities has, since 1976, led to other actions and initiatives to promote equal opportunities for girls and boys at school, to combat illiteracy, and to help integrate both handicapped children and those with no fixed abode into the school system.

• In the early years, the programmes approved in 1976 were translated into pilot projects and exchanges of information and experience. In the course of time, the European dimension of this cooperation established itself and gradually provided a reference point for the reforms introduced in the various Member States.

• The report on a **People's Europe** adopted in 1985 at the European Council in Milan had a considerable influence on the development of cooperation in education. This report stressed that the Community should help young people to be better prepared for an increasingly "European" future. To this end,

- the Community should encourage exchanges of young people at all levels;
- every young person should have the chance to obtain a practical knowledge of at least two foreign languages before the end of compulsory education;
- European issues should be discussed in school;
- the Community should help to ease young people's transition to working life;
- vocational qualifications obtained in one Member State should be able to be used in the others.

• **Also in 1985,** the European Court of Justice, setting an important precedent, recognised that **higher education can constitute vocational training (Gravier judgment, 13 February 1985).**

This ruling helped to consolidate the legal foundation for the initiatives taken in higher education. In effect, Article 128 of the Treaty of Rome provides, on the basis of general principles established by Council Decisions on proposals of the Commission, for the implementation of a common vocational training policy.

• **The Single Act, which took effect on 1 July 1987** and was to lead Europe towards the completion of the internal market by 1993, strengthened the Treaty of Rome by introducing provisions on the importance of economic and social cohesion. Education and training thus became a new Community priority, and it was recognised that the completion of the European Single Market would depend very largely on the development of the skills and potential of the Community's human resources.

• **The years between 1987 and 1990 were a determining period for educational cooperation, with the adoption of the major Community programmes for education and training, including ERASMUS, COMETT, LINGUA, PETRA and FORCE.**

• In **October 1989,** the Council and the Ministers of Education reaffirmed the objectives of Community cooperation and policy in education in the **run-up to the Single Market of 1993.** These included:

- developing a multicultural Europe which respects linguistic and cultural identities, where the European dimension of education instils in young people an awareness of being European, and where multilingualism becomes an instrument for dialogue and exchange;
- improving initial and continuing training of teachers to make it one of the main components of this development and contribute to improving the quality of basic education;
- contributing to European mobility for young people, teachers and students;
- acquiring the means to provide quality training for all and working towards a "Europe of skills";
- helping Europe to open up to the rest of the world.

• On **5 May 1993,** the Commission adopted guidelines for Community action in the fields of education and training, the first document to deal with general policy on the future of Community cooperation in these fields, presenting proposals for rationalising and reorganising the previous actions and programmes.

• On **7 February 1992,** the Treaty on European Union was signed at Maastricht, coming into force on 1 November 1993. The European Union was born, and the Treaty marked a historic point in Community action in education, introducing a new Article 126 formally recognising this as a specific area of Community responsibility.

• In addition, on **10 and 11 November 1993** in Brussels, the Heads of State or Government gave approval to the Commission's White Paper on Growth, Competitiveness, Employment - The Challenges and Ways Forward into the 21st Century. The inclusion in the White Paper of a specific chapter on the adaptation of education and vocational training systems represents an important step forward.

• Finally, the long process culminated in with the adoption by the Commission at the end of 1993 and the beginning of 1994 of proposals for Decisions on three Community programmes, SOCRATES on education, LEONARDO on vocational training, and Youth for Europe III. With this additional support in relation to education in particular, the European Union intends these new programmes to further the continuity of education and training and of training and continuing training.

There can be no doubt that education and training, in addition to their fundamental task of promoting the development of the individual and the values of citizenship, have a key role to play in stimulating growth and restoring competitiveness and a socially acceptable level of employment in the Community.

White Paper on Growth, Competitiveness, Employment, Brussels, December 1993.

II DEVELOPMENTS AND AREAS OF ACTION SINCE 1976

1. From the education of migrant workers' children to the concept of intercultural education

• There are some 3.5 million children of migrant workers in the school systems of the Member States of the European Union, representing about 5% of the total population. In some urban areas, this proportion quite often reaches 50% and can be as high as 90%. The rates of failure of these children at school are generally high, and they frequently experience a range of problems in adjusting to the society and the education systems of their host countries. Since 1977, a Directive has required Member States both to provide such children with tuition in the language of the host country and to take appropriate measures, with the support of the children's countries of origin, to promote teaching of their mother tongue. The Member States are also committed to extending these provisions, wherever possible, to the children of migrant workers from outside the European Community.

Since 1976, comparative studies have been undertaken and pilot projects mounted in this area, emphasis being placed on the latter which have contributed effectively to opening up opportunities for innovation. In some cases, they have triggered the development or introduction of national policies. The Commission has supported some scores of multi-annual projects across the Member States, focusing on the development and refinement of teaching strategies and organisational models for mother tongue teaching aimed at pupils of primary-school age. Most of them also included elements such as the development of teaching materials and teacher training. By the mid-1980s, there was an increase in the number of projects in secondary schools. The fact that parallel projects were carried out in several Member States provided opportunities for cross-border cooperation, and their continuity was ensured following the establishment of a working group of Member State representatives with responsibility for the education of migrant workers' children.

These projects were part of a process of testing and implementing concepts of intercultural education and they often made a significant contribution to conceptual and practical innovations in this area. The colloquia held at the conclusion of each project and the resultant exchanges of experiences led to the creation of formal and informal networks of Member State experts and administrators, who have in turn helped to circulate information and disseminate innovations and expertise. Independent evaluations commissioned by the European Commission have also been carried out.

• In 1991, at the initiative of the European Parliament, a specific budget line was created for the promotion of cooperation at Community level in the field of **intercultural education.**

The Commission and the Member States committed themselves to preparing a report on the educational circumstances of pupils of immigrant origin and on the education policies implemented by Member States to meet the specific needs of these pupils.

• In the context of the implementation of the SOCRATES programme, and more particularly of the specific action envisaged to promote the education of migrant workers' children, the Commission issued a report in March 1994 giving an overview of Community action and an analysis of the new challenges.

2. Europe in the schools

Young people, as future European citizens, should not leave school without a basic knowledge of Europe and life in other European Community countries.

A Resolution on the European dimension of education was adopted by the Council and the Education Ministers meeting within the Council on 24 May 1988 with a view to promoting awareness of Europe in schools. The Resolution proposes a number of concrete measures aimed at enhancing the European dimension of education.

The Resolution calls on the Member States to develop curricula, devise teaching materials, train teachers and support measures to promote contacts between pupils and teachers of different countries. The Resolution also invites the European Commission, with the help of a working party, to promote the exchange of information and the preparation of documentation, support cooperation between teacher training institutions, encourage the setting up of summer universities for teacher trainers, and encourage exchanges of pupils and teachers.

Since 1988, the Commission has taken the following action under the terms of this Resolution:

- A programme of **teacher exchanges (TEX)** begun at the initiative of the European Parliament, enables over 400 teachers to participate in bilateral exchanges each year. The purpose of these encounters between teachers and head teachers from different countries is to prepare the ground for future cooperation between schools.
- The **Network of Training Institutions (RIF)** was created in 1990 and now comprises 170 teacher training institutions and university departments involved in training teachers. This network is made up of sub-networks dealing with a variety of issues relating to the initial and in-service training of teachers, and it establishes multilateral links between the institutions concerned, the main objective being to introduce a European dimension into teacher training.
- **Multilateral school partnerships.** Since the beginning of the 1992/93 school year, 40 school partnerships, each involving at least three schools in three different Member States, have been set up as a pilot project. This is an intergovernmental action, resulting from the Conclusions of the Council of Education Ministers meeting on 25 November 1991, and it is destined to develop in the form of European education projects under the SOCRATES programme. These school partnerships are essentially multilateral and multidisciplinary. Their purpose is to encourage innovation and the development of teaching materials and to promote cooperation among schools.

In addition to these large-scale actions, four summer universities for teacher trainers have been held, providing a forum for exchanges of experience and comparisons of professional practice. European non-governmental organisations (NGOs) in the field of education play a

particularly active role in furthering the European dimension of education. As true pioneers in this area, NGOs have been able to transmit the hopes and opinions of many of those involved in education.

The adoption by the Commission on 29 September 1993 of a Green Paper on the European Dimension of Education was an important event for action in education at the European level. This Green Paper, which sets out policy for future action in this field, and the subsequent discussions to which it has given rise, have contributed to the definition and refinement of the proposals which the Commission has included in the new SOCRATES programme.

> ***In the new context afforded by the Single Market, education has as one of its aims the preparation of young people to exercise their responsibilities in a wider social and economic area. It is in this perspective that the development of a European dimension must be seen as an important factor in the adjustment of the educational process to the new economic, social and cultural environment.***
> ***Indeed, the improvement of linguistic competence, the mutual understanding of the practices and cultures of other Member States, and even the ability to work with those of other nationalities or in another setting, are among the most important factors which help young people to become more integrated into society and to accept more readily their responsibilities as European citizens.***
>
> **Green Paper on the European Dimension of Education, Commission of the EC, Brussels, 29 September 1993.**

3. The environment, health, and consumer protection - the central role of education

• Since 1973, EC action programmes in relation to **environmental matters** have emphasised the importance of environmental education. This priority is reiterated in the fifth Community action programme for the environment.

Real progress has already made in this area following the adoption of the 1988 Resolution, with the co-financing by the Commission of a number of pilot projects and the development of a wealth of teaching materials. The Conclusions of the meeting of the Council and the Ministers meeting within the Council of 1 June 1992 restated the need to tackle environmental education at all levels of education, using an interdisciplinary approach, and the importance of teacher training.

• Alongside the environment, **health education** is another major Community concern and is an integral part of the programmes to combat cancer, AIDS and drug abuse. No public health policy can be considered complete unless it includes a health education element.

A Resolution aimed at developing health education at all levels of education, using interdisciplinary methods, was adopted in 1988.

In practical terms, this involved exchanges of experience and teaching materials and improving the training of teachers and increasing their awareness of the issue.

The Commission's Communication of May 1992 takes note of these achievements, recognising the need to maintain and continue support for exchanges of information and experience and for cooperation among the Member States in this area. In this way, all those concerned - teachers, staff concerned with health in schools, parents and pupils - can contribute to improving health education, taking full account of the cultural and institutional diversity developing during the 1990s.

The Conclusions adopted by the Council and the Education Ministers in their meeting of 27 November 1992 refer to the importance of close cooperation between public health and education authorities. They advocate properly planned health education in schools and conveying to children and young people the importance of a healthy lifestyle.

The process thus begun will have to be continued and extended at both Member State and Community level.

• A further area of Community cooperation and activity is **consumer protection,** about which children should learn from an early age. The introduction of young people to this subject and education about it has been the theme of several pilot experiments conducted by the Community. A colloquium held in Madrid in 1988 provided a forum for exchanges of information on consumer issues and recent innovations.

4. Equal opportunities for girls and boys

• Throughout Europe, legislation has been introduced aiming to ensure equality of opportunity between men and women, but a number of obstacles have prevented equality from becoming a reality. The Treaty of Rome and several European Directives have enshrined the principle of equal treatment of men and women in employment and training, but sexist prejudices are still found in education and vocational guidance. Girls are less likely to pursue technical studies, are under-represented in higher education and are still frequently destined for "women's" occupations in which pay is low and the risk of unemployment high.

• A Resolution adopted in 1985 specifically addresses the issue of equal opportunities for girls and boys at school, recommending that Member States take a variety of steps to this end and that the Commission support the efforts made at national level. This is a three-pronged action - first, increasing awareness on the part of those involved in the problem; then, working on educational guidance for girls, particularly as regards scientific and technical subjects; and finally training teachers. This last point is considered crucial, and the Community has launched some thirty research projects in this area, involving several institutions of initial and continuing teacher training. These projects concern pupils, teachers, parents, teacher trainers and inspectors at all levels of education, from nursery school to university. The results of these projects have been widely disseminated, and the Centre for Research on European Women (CREW) has published an "Equality Manual for Primary Schools."

• The Community has also undertaken various action programmes on the promotion of equal opportunities for women (1982-85, 1986-90 and 1992-94), focusing particularly on vocational guidance and training. Measures have been taken to encourage a greater variety of career choices for girls, offering them training in new technologies and providing information on the right to training.

• Mention should also be made of IRIS, a Community network of training schemes for women, which was set up in 1988. It aims to provide a broader range of high-quality training options for women, to publicise their training needs, to develop suitable training methods and to encourage employer and trade union participation.

• The European Social Fund (ESF) provides direct support for vocational training for women, primarily training for employment in new occupations or jobs in which women are traditionally under-represented.

The NOW (New Opportunities for Women) initiative, supported by the ESF, is part of the Third programme on equal opportunities for women and men. It aims to help to assert and promote the value of women's qualifications and to change the business culture to enable women to set up their own enterprises or cooperatives. NOW also aims to help women to get back into the open labour market.

These initiatives taken together, insufficient though they may still be, have undoubtedly been a driving force and have increased European awareness of the unequal treatment of men and women.

5. School failure and illiteracy - a continuing struggle

• Illiteracy is a subject of grave concern in all industrialised countries. A new type of illiteracy - recurrent, or functional, illiteracy - has made its appearance alongside basic illiteracy. This type of illiteracy is caused in part by a decline in reading and has been aggravated by the partial disappearance of the written word in favour of the new mass media such as radio and television. Those responsible for education are in the front line of the fight against illiteracy, although it is a social problem with complex causes. In June 1984, the Council and the Ministers of Education of the EC adopted Conclusions calling on the Commission to organise exchanges of information on this issue, so as to obtain a better idea of the extent of the problem, and to find out what kind of measures were being taken to address it.

• The Community adopted a programme to combat illiteracy in 1987, setting up a network of 17 action research projects in the twelve Member States. The innovative teaching methods which resulted stressed the prevention of illiteracy and the role of the school and of education in economic and social development. The projects have had considerable influence on national policies for the prevention of school failure. Close links have been forged between Member States, and the on-going sharing of information has resulted in a number of publications, exhibitions and reports. The Commission has also prepared a handbook on the prevention of illiteracy and possible remedies. On the occasion of the UNESCO "Education for All" world conference held in Jamtien in 1990, Member States presented a common position, stressing the importance of primary education and of the in-service training of teachers dealing with this problem.

• The reaffirmation of the urgency of providing all Europeans with a quality education has given a boost to the initiatives to combat school failure. Exchanges of information and studies on measures which the Member States have taken to combat and prevent school failure have provided an opportunity for Member States to share their experience in this field. The Senior Education Officials of the twelve Member States, who meet regularly at the initiative of the Education Committee, discussed these problems at an informal meeting held under the Portuguese Presidency in June 1992. Preparatory documents and key points of the discussion are included in a EURYDICE publication entitled **Measures to Combat Failure at School: A Challenge for the Construction of Europe** (February 1994). In addition, since nursery (early childhood) education has been identified as making an important contribution to the prevention of school failure, the Commission will be publishing a study on this stage of education at the end of 1994.

6. Integration of handicapped children into mainstream schools

• In the European Community as a whole, about 10% of the population, or some 30 million people, have some kind of disability. We cannot therefore discuss equal opportunities without giving some attention to the education of handicapped children.

Knowing just how much remains to be done here, the Council and the Ministers of Education have adopted a number of texts, including a Resolution in May 1990, aimed at intensifying efforts to integrate handicapped children and young people into the mainstream education systems. This Resolution calls on the Commission to enable handicapped people to participate more fully in its education, training and youth programmes. A major effort is being made in this direction to give a favourable response to requests from handicapped people to participate in mobility or other programmes.

• Efforts must be made to integrate handicapped children and young people as far as possible into the school system, as has been demonstrated by a European cooperation programme for the integration of the handicapped in schools, which formed an integral part of the HELIOS programme for the social and economic integration of disabled persons. The four main focal points of the programme are the relationship between special education and situations where it is integrated into mainstream education; teacher training and parent participation; development of curricula and teaching methods; and the identification of social or physical obstacles to the integration of persons with handicaps.

The 21 projects set up in the 12 Member States were the subject of study visits, conferences, seminars and exchanges of information. HELIOS now includes a network of centres for the vocational training or retraining of the handicapped, and will be responsible for creating a multilingual database on technical aids available to the physically handicapped and for developing models of integrated education, including software packages.

Community action is considered vital in support of Member State measures and will be continued in the extension of the HELIOS programme.

7. Children of families with no fixed abode

• Educating young people whose parents have no fixed abode is particularly difficult. The provision of equal opportunities means taking specific measures to educate the children of Gypsies, of whom there are more than 500 000. It is important to note that the illiteracy rate among these people can be almost 50%.

The Council and the Ministers of Education adopted two Resolutions in 1989 dealing with the education of the children of occupational travellers, including the children of rivercraft, circus and fairground people, and Gypsy children. The emphasis is on support for the teachers in the Gypsy community, intercultural education and methods of cooperation with families. The problems encountered by young Gypsies are currently receiving special attention, as their numbers are likely to increase as a result of emigration from the countries of Eastern Europe.

In 1990, a network of pilot projects was set up in a number of Member States to improve pre-school education for rivercraft children and vocational training for young people from fairground backgrounds, and to test a computerised system to enable them to continue their education.

8. Teachers - actors at the centre of the education process

• The European Community's four million or so teachers are the linchpins and leading actors of the education systems. Whether in 1976, when the first Community activities in the field of education were launched, or today, within the framework of the Maastricht Treaty, teachers have been the focus of deliberations at both Member State and Community level. They have been ever-present throughout these years of cooperation, as attested by all the Community texts' references to their role. The contribution of teachers was envisaged and is referred to throughout all the Community measures and programmes, whether in relation to increasing their mobility, improving their training, contributing to raising the quality of education, or generally as a driving force for the success of measures in a variety of areas of educational cooperation, including the development of equal opportunities, intercultural education, language teaching, health education and environmental education.

Nearly 20 000 teachers have been able to take advantage of the mobility arrangements under a number of Community programmes.

The Council and the Ministers of Education meeting within the Council ... attach special importance to in-service training for teachers, in view of the current social, technological, economic and demographic changes. The stepping-up of efforts in this field matches the growing interest in continuous training for staff in business and industry.

Conclusions of the Council and of the Ministers for Education meeting within the Council of 14 May 1987 on in-service training for teachers.

• The Community has encouraged specific measures for teachers. These have included organising some 500 annual exchanges of secondary-school teachers in 1989/90 under a European Parliament initiative, and the setting up of a European network of teacher training institutions. With support from the ERASMUS programme for cooperation between teacher training establishments, a large number of student-teachers have taken advantage of mobility

arrangements. The ERASMUS programme also gave nearly 10 000 university teachers the opportunity to spend time at a university in another Member State in 1992. Initial and continuing training for foreign language teachers is also an important aspect of the LINGUA programme.

Studies, conferences and seminars at European level have highlighted the disparities in the statutes and systems of training of the teaching profession in Europe, and pointed to the necessity for regular follow-up and examination of these questions. Exchanges of information have multiplied and are now concentrating on teachers' initial and in-service training and their working conditions. Several studies have received Community support. The *Stichting Research voor Beleid* in the Netherlands carried out a study in 1988 on the working conditions of teachers in the EC Member States; C. Moisan and V. Blackburn examined the in-service training of teachers in the 12 EC Member States in 1987; and G. Neave has published several studies, including one on the mobilisation of the teaching profession in Europe in the face of changes and challenges, prepared for a European Conference organised under the Dutch Council Presidency and held in Noordwijkerhout in October 1991.

All of these discussions and publications have been recorded by *inter alia* EURYDICE, the education information network in the European Union, which has also produced its own documents on teacher training, mobility and recruitment. Towards the end of 1994, EURYDICE will also be publishing a study on the in-service training of teachers in the European Union and the EFTA/EEA countries.

• To increase its knowledge of the situation in teaching and the concerns of teachers generally, the Commission has, over the years, been encouraging dialogue with the European Trade Union Committee for Education (ETUCE, part of ETUC, the European Trade Union Confederation), by supporting its organisation of colloquia and conferences on topics and issues of key importance to the profession.

9. LINGUA and language teaching - keys to European integration

• Knowledge of foreign languages is essential to the promotion of the free movement of persons and goods, as it facilitates cultural, economic, technical and scientific cooperation between Member States. Since 1976, the Member States and the Commission have viewed the strengthening of language teaching as one of the top priorities of their joint action. In June 1984, Member States gave new impetus to the movement to improve language teaching by undertaking to promote the learning of foreign languages before the end of compulsory education, and to support in-service training for teachers.

The Commission's contribution has been to organise study visits and periodic meetings on foreign-language teaching methods and practices. EURYDICE, the education information network in the European Community, has been responsible for exchanges of information.

• These initial activities provided material preparatory to the launch of the LINGUA programme. This programme, adopted by a Decision in 1989, aims principally at the quantitative and qualitative improvement in the knowledge and command of foreign languages among the citizens of Europe.

The aims of the specific and interdependent measures under the LINGUA programme are:

- to underpin a qualitative improvement in the in-service training of foreign-language teachers and teacher trainers. Grants are provided to enable these teachers to undertake in-service training in the Member State where the language they teach is spoken (Action IA). The European Cooperation Programmes (ECPs) set up between specialised establishments in several Member States have provided a forum for discussion at Community level. Moreover, they have led specifically to the design, preparation and production of innovative training systems and modules for the in-service training of foreign-language teachers (Action IB);
- to promote the study of foreign-languages in higher education by improving the initial training of intending foreign-language teachers and encouraging the establishment of courses combining foreign languages with one or more other subjects (Action II). This is administered jointly with the ERASMUS programme;
- to encourage and develop foreign-language teaching in the business world by encouraging analysis of language training requirements, development of training materials and courses to match these needs, and work on the problems of certification and recognition of language skills (Action III);
- to promote exchanges or visits for young people (preferably those on specialised, technical or vocational training courses). These visits are part of the Joint Educational Projects (JEPs) and involve the young people in a lengthy period of joint preparation prior to the exchanges or visits, including a major element of language study (Action IV);
- to help European associations or groups whose activities come within the objectives of LINGUA (Action VA) and to support the development and exchange of teaching materials for promoting the least widely used and least taught languages of the Community (Action VB).

The languages covered by the programme are Danish, Dutch, English, French, German, Greek, Irish, Italian, Letzeburgesch, Portuguese and Spanish. However, in the interests of linguistic diversity, which alone can ensure Europe's cultural diversity, and to enlarge the range of languages taught in the Member States, priority is given to the least widely used and least taught languages of the Community.

The programme covers five years, from 1990 to 1994, with an estimated budget of ECU 200 million.

The LINGUA programme - ambitious in terms of action and concept, embracing both mobility and content - has clearly already had a dynamic effect despite its relative youth. Its results are beginning to be felt throughout the Community, especially in relation to linguistic and cultural diversification, and - no less important - in terms of creating synergies between structures which have never, or only rarely, been called upon to work together.

Some statistics on LINGUA's activities in 1993

- Decentralised activities of the programme (Actions IA and IV) have made it possible for:
  - 6 037 teachers to take an in-service training course in the Member State where the language they teach is spoken, a total of 11 810 teachers having been helped by LINGUA in this way since 1991;
  - 23 053 young people aged between 16 and 25 years and 2 435 teachers to take part in Joint Educational Projects, through 1 259 partnerships between schools in different Member States, a total of 44 962 young people and 4 581 teachers having been able to experience mobility under 2 394 partnerships, since 1991.

- Centralised activities (Actions IB, II, III and V) have enabled:

- more than 2 082 partner institutions from all Member States of the Community to start or to continue working together on projects subsidised by the Commission;
- the creation of 199 partnerships, involving 935 different institutions, to improve and promote, through projects with a significant multiplier effect, in-service training for foreign-language teachers (under Action IB) and the acquisition of language skills for the business world (Action III) and for social life generally (Action VB);
- some 183 institutions to undertake 48 visits preparatory to the introduction of projects under Actions IB or III;
- nearly 53% of the total number of languages targeted by projects to be among the least widely used and least taught languages of the Community;
- the creation of 226 Inter-University Cooperation Projects (Action II), bringing together 1 147 institutions, providing mobility for 8 847 students.

It is interesting to note that, taking all centralised projects together, university or university-type institutions represented over 68% of the partners involved. Outside the Inter-University Cooperation Projects, their proportion is naturally less, but university institutions are still very well represented in the other centralised projects, accounting for 36% of the partners. Businesses, professional associations, vocational-training bodies and other institutions associated with the economic world made up nearly 26% of the total. They also represent almost 42% of the institutions involved in action projects aimed at the economic world (Action III).

In 1993, 32 major European Cooperation Programmes (Action IB) involved 130 institutions and ten Community languages. A contribution was thus made by 69 ECPs towards the improvement of in-service training arrangements for foreign-language teachers.

Measures to promote language skills in work relations and economic life provided financing in 1993 for 97 major projects involving 509 different institutions and all the Community languages, including of course Irish and Letzeburgesch.

In the same year, a total of 43 pilot projects were financed for the development of teaching materials to help to promote learning of the least widely used and least taught languages. This involved 191 institutions and ten Community languages.

10. ERASMUS - towards universities without frontiers

• Since 1976, the European Community has been encouraging Member States to remove restrictions on numbers and financial or administrative obstacles to access to studies and to the academic recognition of diplomas and periods of study in another Member State. The Community considers that mobility and the skills acquired in other countries will not constitute a real benefit for students until these barriers disappear.

• Between 1976 and 1986, the Community provided financial support to "joint study programmes" which aimed to strengthen cooperation between universities in different Member States by encouraging direct contacts and exchanges of academic staff and students.

The experience gained during these ten years of cooperation between universities provided the basis for the establishment of the ERASMUS programme.

ERASMUS, a Community programme for student mobility, was adopted by Council Decision in 1987 and received an initial budget of ECU 85 million. This budget was increased to ECU 192 million for the second phase (1990-94).

The four main thrusts of the programme were defined as the establishment of a network for cooperation between universities in different Member States (**Inter-University Cooperation Programmes** or **ICPs**); the provision of financial assistance to students understaking a period of study at a university in another Member State; improvement of the academic recognition of diplomas and periods of study in another Member State; and the provision of grants for the creation of teacher and student associations with a European dimension, and for publications on higher education with a European angle.

• The **Community Network of National Academic Recognition Information Centres (NARIC)** was set up in 1984 to facilitate the recognition of diplomas and periods of study to enable students and academic staff to pursue or resume their studies in different Member States. NARIC has now been integrated into the ERASMUS programme. Most of these centres also have responsibilities in relation to the implementation of the Directive adopted in 1989 on a **general system for the recognition of higher education diplomas awarded on completion of professional education and training of at least three years' duration,** as well as the application of the Council of Europe and UNESCO conventions on academic recognition and equivalence. The general system of recognition of higher education diplomas was supplemented in June 1992 by the **second general system for the recognition of professional education and training** for regulated professions requiring post-secondary training of less than three years' duration, or secondary education for which a certificate is awarded.

These provisions aiming at the mutual recognition of diplomas are of strategic importance towards furthering the free movement of persons within the Community. They are complemented by work on the comparability of qualifications, which is described in section 17 of this document.

• **ECTS (European Community Course Credit Transfer System)** is a pilot project set up within the framework of ERASMUS to test a mechanism for the transfer of academic credits between establishments in the Member States. It applies to five subject areas - business studies, history, medicine, chemistry and mechanical engineering. Students who have taken courses abroad can either have them counted in full towards their degree from their home institution, or continue their studies in another Member State and even graduate at the host institution if it agrees.

• The number of applications for the ERASMUS programme in **1993/94** confirmed the upward trend of the first six years. Out of 2 708 applications, 21% were for new programmes and 79% for the continuation of existing programmes. The Commission approved 65% of the new applications, thus ensuring that nearly a quarter of the programmes approved are new. Of the approximately 4 000 higher education institutions in the Community, 1 550 are participating in the ERASMUS programme. Since ERASMUS began in 1989, it has enabled more than 150 000 students to spend from three to twelve months studying in another Member State, with full recognition from their home institution.

In 1993/94, the total number of students participating in the **Inter-University Cooperation Programmes (ICPs)** rose to 112 700. Student mobility grants accounted for 70% of the budget, or ECU 74 million. Under the ICPs, nearly 8 060 university staff will be able to take part under the mobility programmes for teaching staff. Some 176 institutions of higher education and about 7 000 students from EFTA countries are participating in the programme, representing 82% of the applications received from these countries under the terms of the agreement, signed in October 1991, to extend ERASMUS to the EFTA countries.

These figures, and the direction in which they are moving, clearly demonstrate the extent to which the ERASMUS programme has succeeded in acting as a catalyst for student mobility and inter-university cooperation. Its success would be further confirmed if its development could stimulate more action and support at national, regional and local level.

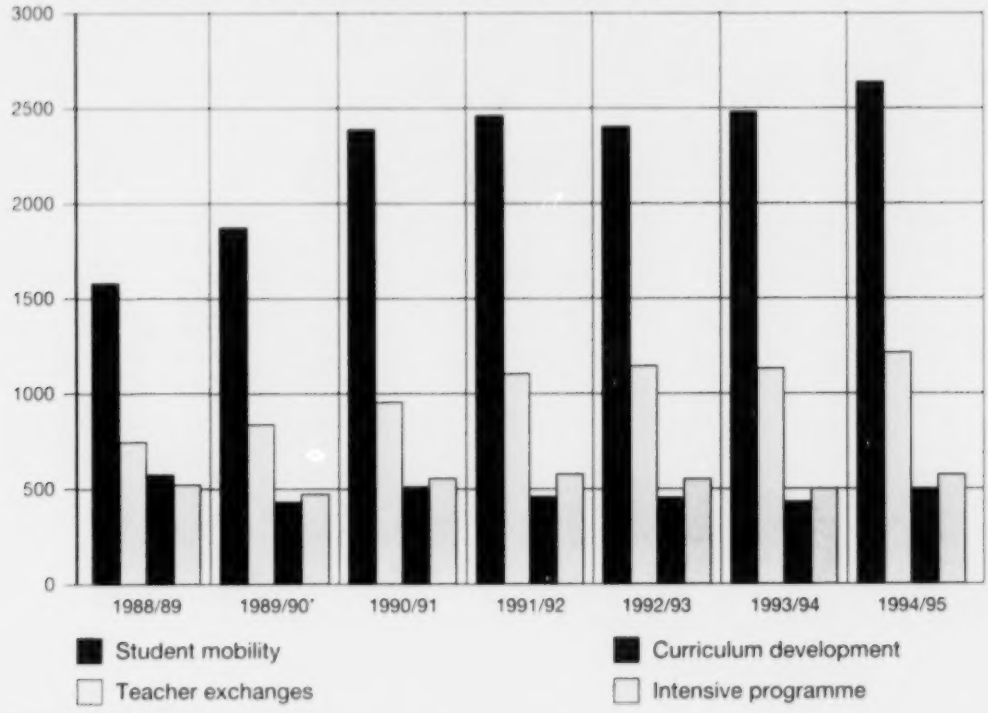
Participation in the ERASMUS programme, 1992/93 and 1993/94

Programmes accepted	1992/93	1993/94	% Change
Number of ICPs	2 135	2 379	+11%
Number of participants	11 961	14 206	+19%
Number of institutions participating	1 354	1 550	+14%
Number of student mobility programmes	1 984	2 217	+12%
Number of students eligible within ICPs	86 824	112 733	+30%
Number of teaching staff mobility programmes	418	546	+31%
Number of programmes for the joint development of new curricula	172	232	+35%
Number of intensive programmes	139	188	+35%

Source: ERASMUS Bureau.

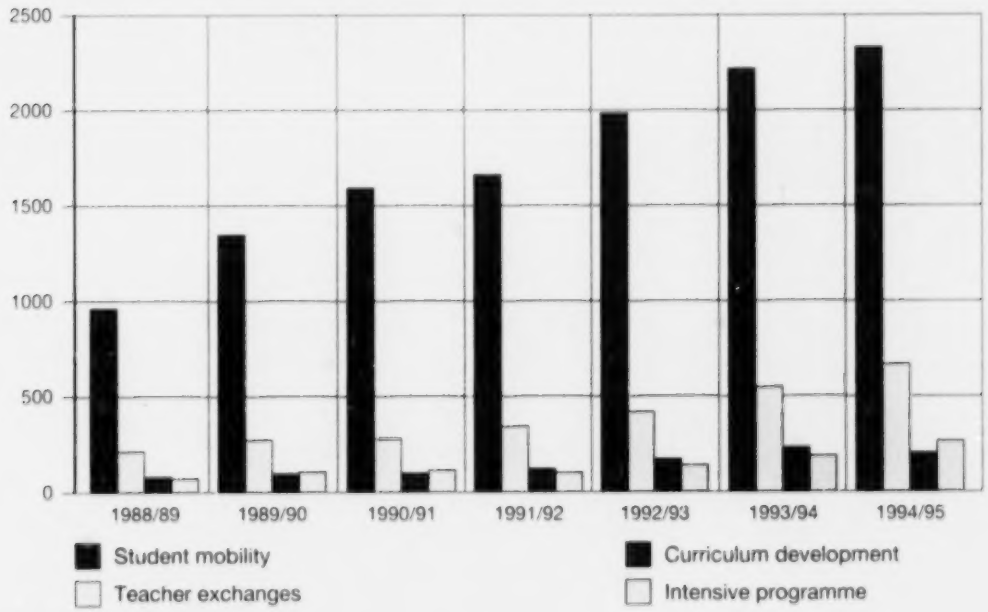
ICP APPLICATIONS RECEIVED AND APPROVED FROM 1988/89

a. ICP applications *received*, by type of programme, from 1988/89



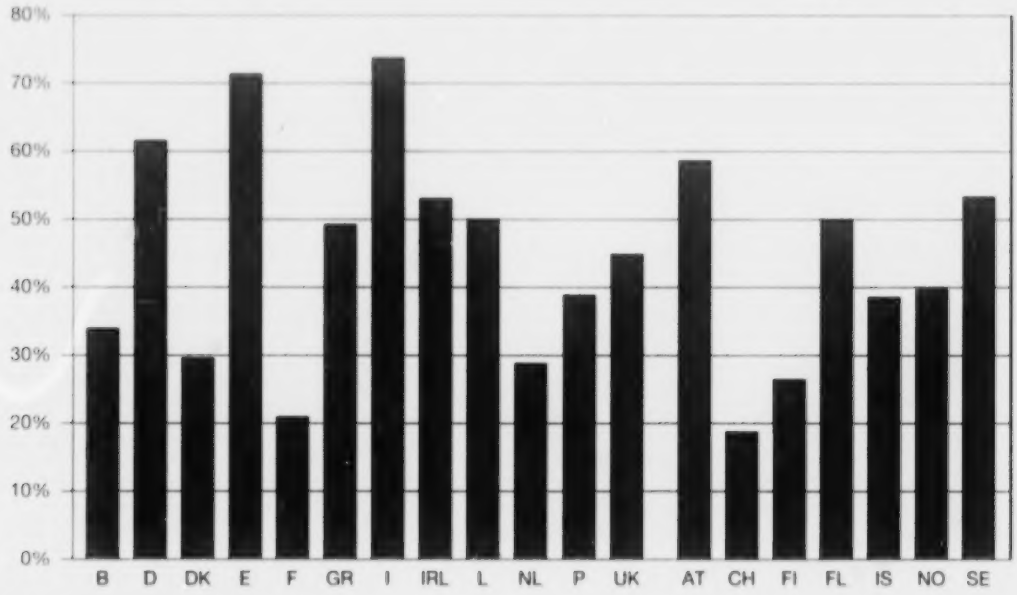
Source: ERASMUS Bureau.

b. ICP applications *approved*, by type of programme, from 1988/89



Source: ERASMUS Bureau.

Percentage of eligible EU and EFTA higher education institutions participating in ERASMUS, 1994/95



Source: ERASMUS Bureau.

11. COMETT - cooperation between European universities and companies

• Adopted in 1986 for the purpose of supporting training in advanced technologies and contributing to the development of human resources and professional mobility, the COMETT programme is Europe's first major wide-ranging programme for cooperation between universities and industry.

The statistics, which illustrate the success of the first phase of the programme, show the extent to which COMETT has met a real need. **Between 1987 and 1989,** more than 1 350 projects were launched with total Community support of ECU 52.6 million. Meanwhile, 125 University/Enterprise Training Partnerships (UETPs) were established, 4 115 students completed placements in foreign firms, there were 216 staff exchanges, and 720 courses were organised in which 30 000 persons participated. Some 1 300 training materials were developed and have been used by over 90 000 people.

COMETT I training measures reached over 100 000 people in Europe, involving 4 500 enterprises, 1 400 universities and institutions of higher education and 2 000 other organisations.

• The second phase, COMETT II, which was adopted in 1988, has been running from 1990 to 1994 with an estimated budget of ECU 230 million. The programme, a more advanced and extended version of COMETT I, is now open to the EFTA countries. COMETT II now emphasises changing skills requirements and regional needs, with its principal objectives being to improve training in advanced technologies, develop human resources (both male and female) to produce highly-trained workers, and improve the competitiveness of European industry. Measures are concentrated in three areas - the European network of

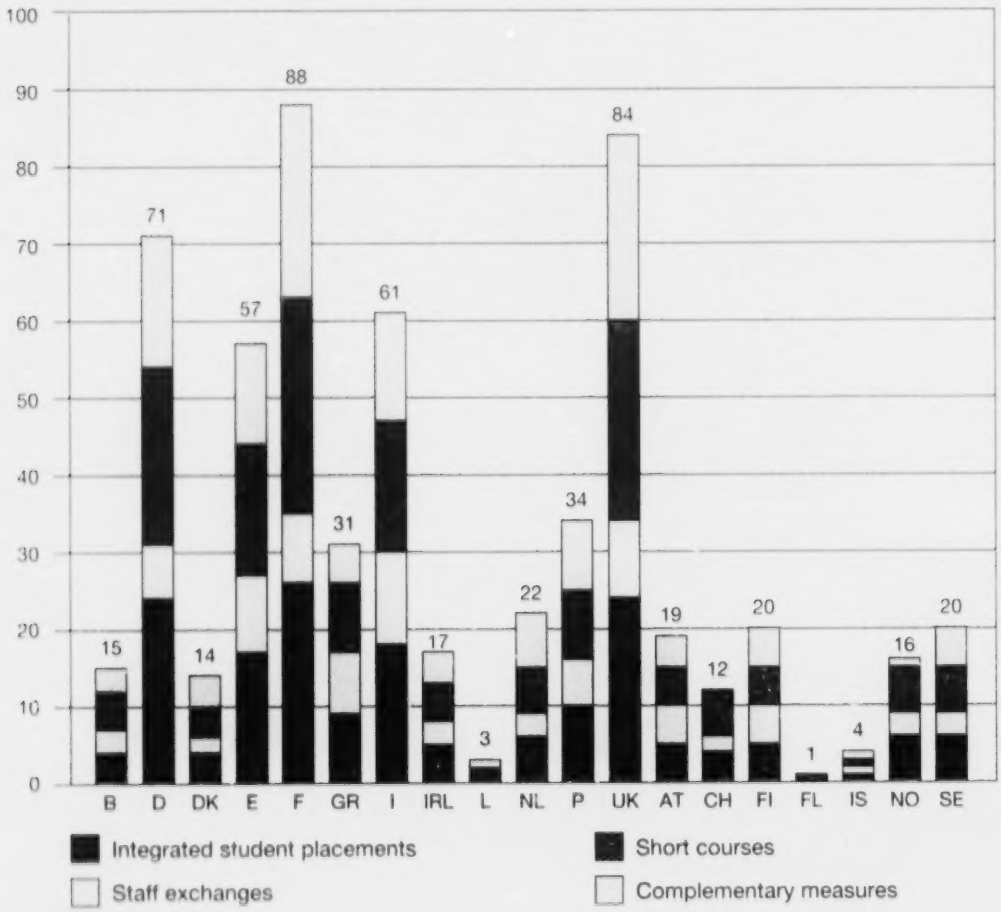
University/Enterprise Training Partnerships (UETPs); transnational exchanges; and joint projects for continuing training in technology and multimedia distance training. Transnational exchanges are aimed at students in training, or those having completed their training, and also include staff exchanges.

In 1994, the last applications were invited, limited to UETPs, who were asked to submit proposals for student placements with firms, university/business staff exchanges and training seminars. More than 7 800 student placements were approved out of 33 700 UETP proposals, together with 250 out of 327 staff exchanges, and almost 700 seminars on training in advanced technologies.

• COMETT II will thus have made it possible for 205 EUTPs to be set up in the European Union and the EFTA countries. Some 31 300 student placements and 853 staff exchanges have been organised, while COMETT II has financed 5 700 courses attended by almost 140 000 individuals while 2 000 training materials have been used by over 200 000 people.

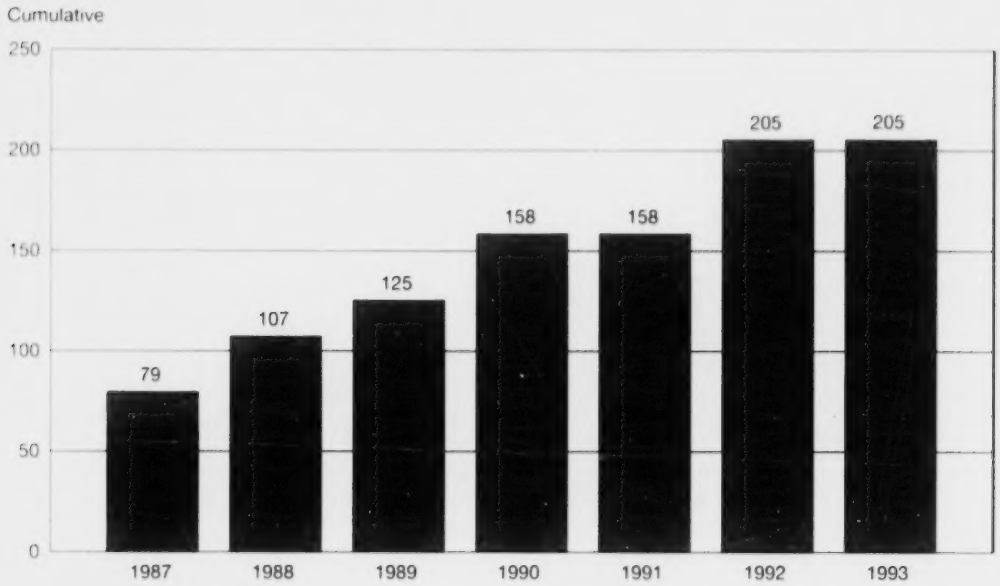
A report describing COMETT II and a series of documents on individual aspects of the programme were prepared as a major contribution to the launch of the new LEONARDO programme.

Projects accepted in 1994, by countries



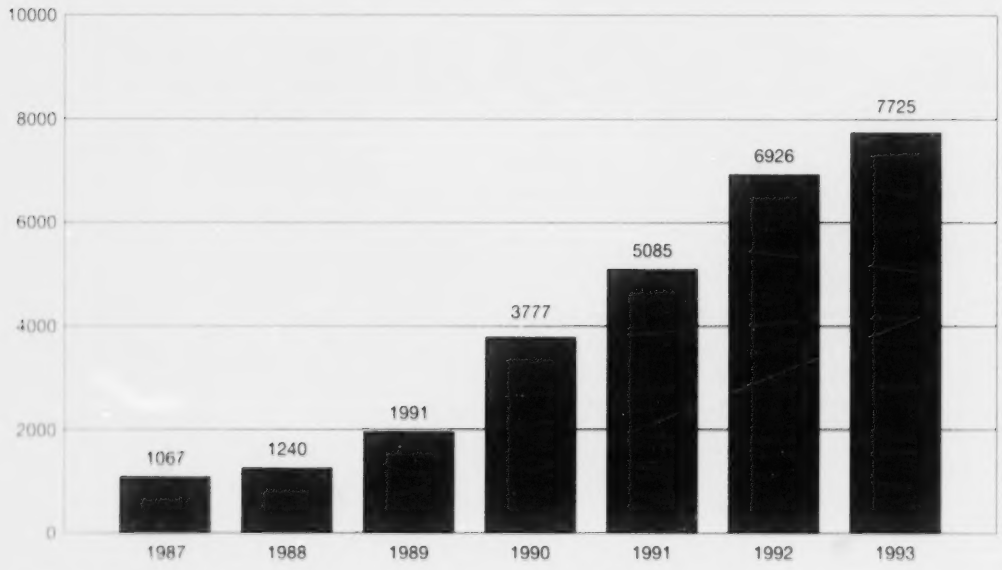
Source: COMETT Bureau.

Numbers of UETPs under COMETT I and COMETT II, 1987-93



Source: COMETT Bureau.

Numbers of student placements in firms in another Member State, 1987-93



Source: COMETT Bureau.

12. TEMPUS - cooperation with the countries of Central and Eastern Europe and the Republics of the former Soviet Union

• The European Union is following economic and political changes in the countries of Central and Eastern Europe with great interest. Measures to promote cooperation in higher education have, moreover, been at the centre of Community action to help these countries. The TEMPUS programme (Trans-European Mobility Scheme for University Studies) is part of the PHARE programme, a general scheme of Community aid for the economic and social restructuring of the countries of Central and Eastern Europe. TEMPUS was adopted by the Council of Ministers on 7 May 1990 and extended on 29 April 1993 for a second four-year period. Since 1 January 1994, it also comes under TACIS, the Community programme for recovery and economic reform in the Independent States of the former USSR, in which training is regarded as a priority area for cooperation.

The TEMPUS programme has the dual objective of promoting the quality and supporting the development of higher education systems in those countries of Central and Eastern Europe which are eligible for economic aid, by encouraging the development of cooperation between them and partners in the European Union. Its management will in future be one of the functions of the new European Foundation for Training in Turin, which will be operational at the beginning of 1995.

TEMPUS/PHARE

• The number of eligible countries has increased from the original core of three to eleven (Albania, Bulgaria, the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Romania, the Slovak Republic and Slovenia).

TEMPUS/PHARE has three main tools at its disposal.

Joint European Projects (JEPs) enable higher education institutions to receive grants towards the achievement of one or more objectives, such as the structural reorganisation of a university department or exchanges of students and know-how between partner organisations. The basic consortium must include at least one university in an eligible country and two partner organisations, of which one must be a university, in different Member States of the European Union. TEMPUS financial assistance is available only in respect of activities coming within the priorities defined annually by the individual eligible countries.

Individual mobility grants are also available to academic, teaching and administrative staff likely to be able to create the multiplier effect sought by TEMPUS. (Student grants will only be available under the Joint European Projects.)

Aid may also be granted for **complementary activities,** to enable eligible countries to participate in European higher education associations, for publications and other information-related activities.

TEMPUS also encourages **youth exchanges** and related activities intended to increase awareness of the European dimension among young people outside the universities.

Information on the development of the TEMPUS/PHARE programme

	1990	1991	1992	1993	Total
Total budget in MECU	23.16	70.5	98.0	129.15	320.81
Number of Joint European Projects	153	452	643	504	1 752
Number of individual mobility grants	1 572	1 657	1 396	2 239	6 864
Number of complementary activity grants	40	37	42	19	138
Number of grants for youth activities	65	66	106	114	351

Source: TEMPUS Bureau.

TEMPUS/TACIS

• TEMPUS/TACIS began with three new Republics recognised by the international community - the Russian Federation, Belarus and Ukraine - and by 1994/95 includes four additional countries - Kazakhstan, Kyrgyzstan, Moldova and Uzbekistan.

TEMPUS/TACIS grants are available for:

- **Joint European Pre-projects**

  This is the obligatory preliminary to a JEP: grants are made towards the cost of carrying out preliminary work (contact and mobility) for one year.

- **Joint European Projects**

  In the same way as for JEPs under TEMPUS/PHARE, partners can receive grants for three years for the structural reorganisation and development of teaching in the universities.

Although it is still in its infancy, TEMPUS/TACIS has already given support, in its first year of operation (1993/94), to 77 Joint European Pre-projects, of which 57 are in the Russian Federation, 12 in Ukraine and 8 in Belarus. The development of TEMPUS/TACIS in the other countries of the former Soviet Union will undoubtedly lead to a considerable expansion of this programme.

13. PETRA - providing initial training for all young people

• Between the end of compulsory education and the beginning of adult and working life, young people between the ages of 14 and 18 years face an ever-longer transitional period during which they have neither responsibilities nor financial independence. The first major increase in youth unemployment, recorded between 1975 and 1985, aggravated this situation by limiting job opportunities for the young and putting young people without skills and those from disadvantaged backgrounds into an even more difficult situation.

A Resolution of December 1976 on young people's transition from school to adult and working life introduced a Community programme of pilot projects aimed at analysing the specific obstacles and studying possible remedies. A second programme was established for the period from 1983 to 1987 with the same goals as the first - to motivate young people to obtain vocational qualifications, to give them a general understanding of the working world and to develop their spirit of initiative and their creativity. Both programmes emphasised the importance of close cooperation among all those involved in education, of developing closer relations with industry, of opening schools to local representatives of a variety of social groups, and of improving educational and careers guidance.

These pilot projects came just prior to the introduction of major reforms and the reorganisation of training for young people in many Member States. France was establishing new vocational *baccalauréats;* Italy, Spain, and Portugal were reforming technical education; while Denmark and the Netherlands were introducing measures aimed at raising the standard and, in some cases, extending the duration of training programmes. All of these measures were intended to give young people a minimum of qualifications while encouraging their spirit of initiative and participation.

The results of the pilot projects, the impact of measures supported by the European Social Fund - which financed 75% of youth projects at this time - and the main thrusts of the Resolution on vocational training policy for the 1980s adopted in June 1983 were all factors in favour of the adoption of the PETRA programme in December 1987.

- The main objective of the **PETRA programme** is to complement and support the Member States' efforts to provide young people with at least one year and, if possible, two or more years of initial vocational training following their compulsory education. The programme also promotes mobility and improvement in the quality of training by giving young people, whether already working, seeking work or still in training, the opportunity to complete part of their training or gain work experience in another Member State, incorporating the former programme for the exchange of young workers.

- **The second extended phase of the programme, PETRA II,** continues until the end of 1994 the activities begun during the first phase of the programme. This gives priority to placement initiatives for young people wishing to work or train abroad. In 1992 and 1993, more than 20 000 young people under 28 years of age were able to take advantage of a training or work placement abroad.

The second phase of PETRA also underpins other types of European cooperation for initial vocational training, including training modules developed jointly between Member States' training establishments and technical bodies, and joint projects for the training of trainers. In 1992 and 1993, 236 new projects were integrated into the European network of training partnerships, which now comprises some 650 projects.

Actions devised and conducted by young people themselves are assisted by PETRA under the **Youth Initiative Projects.** In 1992 and 1993, 348 projects involving just over 8 500 young people were helped in this way.

Vocational training has become a key area. PETRA is also supporting the development of a European network of national guidance centres and multilateral projects for the training of vocational guidance counsellors and specialists. Finally, the programme also provides for research to monitor and further develop the actions undertaken.

The results indicate a very substantial participation in the programme, both by young people and by trainers. These main activities will continue until December 1994, with priority being given in this last year of the programme to efforts to disseminate the results.

14. Youth for Europe - increasing youth exchanges to promote mobility and European citizenship

• Education and vocational training should not be the only contexts for exchanges between young Europeans. Community youth policy is a key element in the construction of a **People's Europe.** In order to help young people towards a successful future, the European Community has created two youth exchange programmes, the **Young Worker Exchange Programme** (now part of PETRA) and the **Youth for Europe** programme adopted by the Council on 16 June 1988.

• The **Youth for Europe** programme encourages young people to get together in joint cultural, social or other projects. The programme emphasises the transnational character of these projects, which aim to help young people between 15 and 25 years of age to develop a sense of being European and of European solidarity.

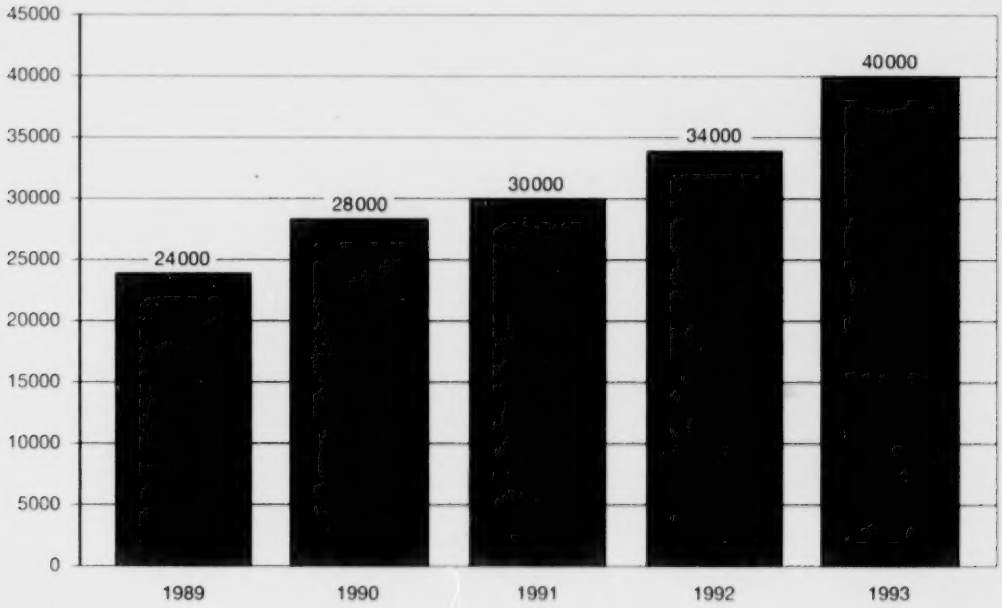
The Youth for Europe is an additional, not a replacement, programme, which should fit coherently into the whole new range of programmes for youth mobility. Youth for Europe is designed to be flexible and open to the most diverse initiatives, to provide opportunities for young people for whom other programmes may not be entirely appropriate, and a framework for types of exchanges which do not fit into other schemes.

Youth for Europe aims to promote exchanges, other than in the school and training contexts, for young people across all the Member States; to encourage participation by young people from wide-ranging social, economic and cultural backgrounds; to enable young people to play an active part in organising such exchanges; to promote and develop lasting links between young people from different Member States; and, in general, to increase young people's awareness of being European and to give particular priority to disadvantaged young people who form one of the target groups of the programme.

• During its initial phase, from July 1988 to December 1991, Youth for Europe had a budget of ECU 22.1 million and helped 80 000 young people. The second phase, with an annual budget of ECU 10 million, began on 1 January 1992.

Between 1988 and 1993, some 160 000 young people and youth workers will have taken part in the programme.

Participation in the Youth for Europe Programme, 1989-93



Source: Petra/Youth for Europe Bureau.

Priority measures for young people

• A budget line of ECU 5 million was created for 1992 at the initiative of the European Parliament and as a consequence of the Council Resolution of 26 June 1991 on priority actions in the youth field. These funds made possible a useful extension of the measures introduced under Youth for Europe by launching activities aimed at establishing cooperation among the various youth service bodies (national, regional and local authorities or associations), promoting young people's initiative and creativity in a number of areas relating to social, cultural or leisure activities, and facilitating transnational cooperation for the training of youth workers. In 1992, Youth for Europe supported some 40 projects for cooperation between youth service bodies, 22 trilateral youth-worker training courses and 130 young people's initiatives.

This new budget line also made possible specific cooperation in the youth field with the republics of the CIS, the Maghreb countries and the countries of Latin America. The purpose of this cooperation is to build a solid and lasting foundation for joint efforts to help young people which meet their needs and are based on shared experience and know-how. More than 35 cooperation projects involving Latin American countries and Republics of the CIS, and a further 10 with the Maghreb countries, received support in 1992 under this new budget line.

Youth for Europe III

• On 4 November 1993, the Commission approved a proposal for the third phase of the Youth for Europe III programme. This proposal combines in one single programme all the actions previously carried out in the interests of young people - Youth for Europe, the youth initiative projects supported under the Petra programme, the youth activities under Tempus and the various priority actions in the youth field.

Here, five priority actions are planned - intra-Community actions directly involving young people; actions for youth workers; the development of cooperation between official bodies in the Member States; exchanges with third countries; and information for young people and research on youth affairs.

A major innovation is the provision of support for exchanges with third countries, which will enable young Europeans to meet other young people from outside the Community, and in some cases from outside Europe, leading to better mutual understanding and an awareness of the need for solidarity between them. The programme will also support the development of research in the youth field, with the aim of identifying their specific needs and responding to their hopes and aspirations.

15. The potential of the new technologies and distance learning

• The impact of the new technologies on our way of life calls for new skills and new attitudes to minimise the social effects of change. The market need for highly trained workers will demand novel approaches in initial and continuing training. Community measures in this area derive from two Council Resolutions of June 1983 on the introduction of the new information technologies in education and vocational training, and from the Conclusions of the Education and Social Affairs Councils of June 1984, which were adopted on the basis of a Commission Communication on technological progress and social change.

Three successive work programmes were adopted for the application of the 1983 Resolutions. These programmes concentrated Community action in four strategically important areas: the introduction of the new technologies into teaching methods and school curricula; economic aspects and development strategies; teacher training and the training of teacher trainers; and educational and general software and other materials.

Teachers were given an opportunity to familiarise themselves with the new technologies at "summer universities" organised jointly by the European Commission and the Member States. Users of the new technologies from all Member States were able to share their experience in seminars and conferences and through a network of specialised centres (EURYCLEE). A Commission report published in 1987 describes Community activities and the developments and progress made in the Member States towards the introduction of the new technologies into their schools, covering not only the provision of equipment but also teacher training and the development of educational software.

• This initial phase of cooperation in the use of new technologies was followed between 1987 and 1990 by Community support for several innovative projects, the results of which represented real added value through their widespread dissemination as examples of "good practice."

During 1991/92, the Community provided aid to a project for the creation of a European Pool of Educational Software (EPES) at the initiative of a Danish organisation and drawing on experience in the Scandinavian countries.

A comparative study of the impact of the use of computers in schools has also been carried out in Member States of the European Community by the International Association for the Evaluation of Educational Achievement (IEA).

• The next phase of cooperation will try to establish an electronic network for education and training, incorporating the networks already in existence in Member States. A pilot project has been launched in 1994, to link five or six different national networks. The network idea also appears in the Commission's new SOCRATES and LEONARDO proposals and it forms part of the Commission's policy on the development of trans-European networks.

The Member States note that it is ever more important for school to familiarize young people with new information technology in order to provide better chances for future generations. Teaching in this field must introduce pupils to the practical use of new information technology and provide them with a basic understanding of the operation, the possible applications and the limitations of such technology. To ensure adequate preparation for working and private life, it is essential that young people be taught not only to use information technology as a tool but also to judge its effects on everyday life and its social significance.

Resolution of the Council and the Ministers for Education meeting within the Council of 19 September 1983 on measures relating to the introduction of new information technology in education.

• The **EUROTECNET** programme has, since 1985, been working to encourage innovation in initial and continuing vocational training taking account of technological changes. A network of demonstration projects promotes the propagation of innovations through the creation of transnational partnerships supported by the European Social Fund. The programme also supports cooperation in research and the dissemination of the experience gained.

Open and distance learning

• Because of its many positive features, open and distance learning has been well developed in many Member States. The European Parliament acknowledged the importance of this type of learning when adopting a Resolution in July 1987 on open universities in the European Community. This interest led to exchanges which culminated in a Commission report in May 1991 showing the key role and potential which open and distance higher education represent for the European Community.

Through existing Community programmes such as ERASMUS, COMETT, LINGUA, EUROTECNET and FORCE, the Commission has also integrated distance learning into all areas of education and training. In this field, the Commission is supporting exchanges of information, course credit transfers, joint development of curricula, and affordable technology to link the existing open universities. The Commission is also providing aid to European associations and organisations which encourage the use of this type of education.

The Commission is also considering a distance learning initiative to aid the countries of Central and Eastern Europe under the TEMPUS programme.

In its 1991 Memorandum on this form of education, the Commission advocated more extensive provision of distance learning courses in the areas of science, technology, business studies and languages, and developing advanced courses at non-university level. The Memorandum also emphasised the importance of coordination, to ensure that open and distance learning is organised in all Member States in such a way as to guarantee minimum standards and quality and to ensure complementarity between public and private sector provision in this field. There should be a system of recognition of course credits and qualifications similar to that already applicable to conventional studies. Further strategies for contributing to the expansion of open and distance learning include the formation of partnerships between institutions and firms, the creation of networks involving producers and consumers, the formation of consortia for the delivery of complete training packages, and the creation of advisory structures for SMEs.

In June and November 1992, the Council and the Ministers of Education adopted Conclusions on the role of this form of learning in the Community. They indicated that elements of open and distance learning should be incorporated whenever justified into appropriate Community programmes. They further emphasised the importance of quality in open and distance learning, and the need to provide training for all those not in a position to pursue conventional courses, and to ensure full recognition of its diplomas and the equivalence of its qualifications. The Ministers of Education asked the Commission to review and report on current achievements in this field, paying particular attention to examples of the use of open and distance learning in contexts other than that of higher education, since these are the least well known. In their Conclusions, the Council and the Ministers emphasised the importance of Community action to support the Member States and the role of cooperation in this area.

The development of technology in the service of education

• Under the **DELTA** programme, the Community has undertaken research into potential applications of technological developments in education, and in particular possibilities for the joint development of technologies. This research also involves testing and approval of technologies in the interests of higher standards, compatibility between systems and lower prices, to allow them to be marketed as teaching aids at a reasonable price.

16. FORCE - developing continuing vocational training

• Although the primary aim of this report is to describe the development and principal achievements of cooperation in the area of education in the broadest sense, a mention of the efforts being made in the more specific field of continuing training might nonetheless be useful. As complementary elements in the strengthening of economic and social cohesion in Europe, education and training must work increasingly closely together.

Prior to the coming into operation of the Treaty on European Union in November 1993, Community measures to promote vocational training had their legal basis in Article 128 of the Treaty of Rome, which required the Council to lay down general principles for implementing a common vocational training policy capable of contributing to the

harmonious development both of the national economies and of the common market. As mentioned already, action taken in relation to higher education has, since a Court of Justice ruling in 1985, been recognised as coming under vocational training.

• Training represents an essential investment for the individual as well as for firms or regions, as policy-makers at all levels now fully recognise.

The need for training is evident in all sectors, whether or not the development of the internal market has a positive impact on them. However, sectors undergoing restructuring have urgent training needs demanding more intensive efforts. It should be mentioned that the Structural Funds have a vital role to play here, in the context of the 1988 reforms.

High-technology industries require new qualifications which initial training systems are not always equipped to provide. The Community must therefore **take significant action in the area of continuing training in order to keep pace with technological and industrial innovations, as an extension of other Community measures and programmes** for education and training.

• This need to upgrade continuing training led to the adoption of the **FORCE** programme in 1990. This **Community action** programme promotes investment in continuing training; the dissemination of information about good practice; innovations in management, methods and equipment; and taking account of the potential consequences of the European internal market by forecasting developments in vocational qualifications.

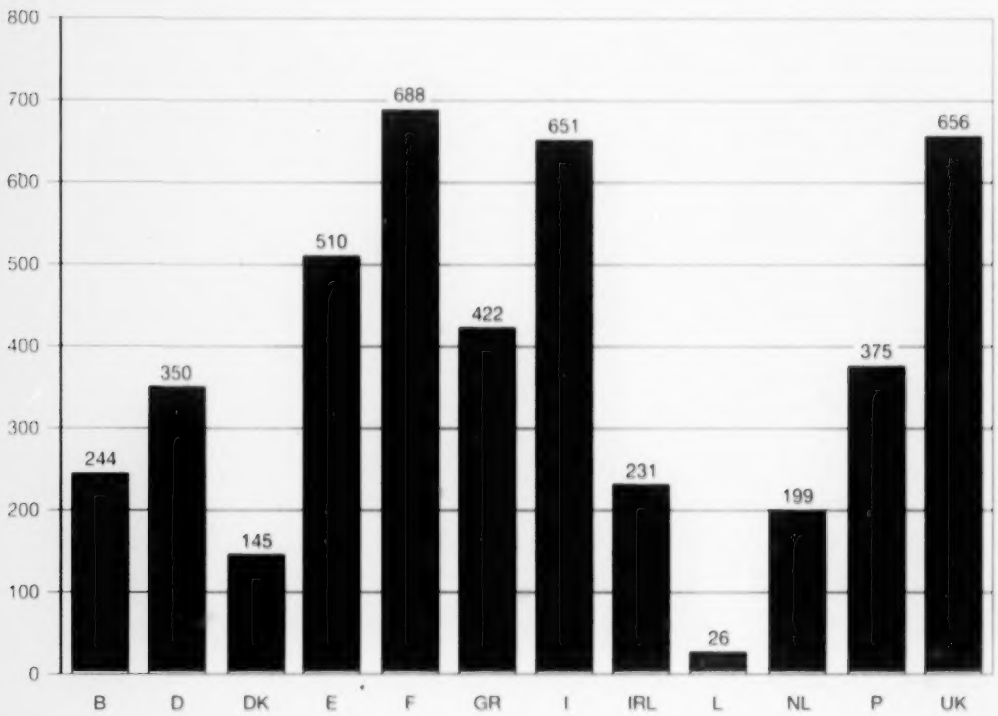
FORCE's activities include the analysis of skills and training needs, training for trainers, pilot projects for know-how transfer - many aimed at small and medium-sized firms - a European information network on these exchanges and know-how, basic data on continuing training resources, sectoral inquiries into the number of places in training programmes, and statistical surveys of continuing training. FORCE projects have the primary aim of providing access to continuing training for all workers, including part-time and seasonal workers, especially in regions where opportunities for continuing training are inadequate. These projects will have to meet the needs created by changes in the economic, technological, and social environment during the 1990s.

• The numbers of applications received have been rising continuously since 1991, the first year of the programme's operation, and are an indication that firms, both sides of industry and the training bodies are ready to work in synergy at Community level in order to meet the challenge of tomorrow's training needs.

• FORCE has given support to 720 projects involving 5000 partners in various Member States of the Community. These projects however represent only a small proportion - about 30% - of the 2440 proposals received following the various calls for proposals.

With 5000 members, including about 2700 firms (of which 70% are SMEs or groups of SMEs), and 700 representatives of employers and employees, FORCE is building up the biggest network of firms, employers, employees, and training bodies in the field of the qualitative and quantitative improvement of continuing vocational training.

FORCE partners by Member State of origin - call for proposals (1992-94)



Source: FORCE Bureau

17. Comparability of qualifications

• Workers must be able to make use anywhere in the European Union of the qualifications they have obtained during their vocational training. A Council Decision of 16 July 1985 called on the Commission to establish the comparability of skilled workers' vocational training qualifications, the objective being to provide a general system of information on vocational qualifications, to enable citizens to have their qualifications recognised and to make use of them throughout the European Union. The Commission, with the help of CEDEFOP, has drawn up lists showing the comparability of qualifications and these have been published in the Official Journal.

This task has proved slow and complex, but a large number of occupations have been examined, with the assistance of all the interested parties, including public authorities and both sides of industry.

So far, descriptions have been prepared of the requirements at the skilled worker level in 209 occupations in 19 different sectors. Member States have also drawn up tables of comparison of the certificates and diplomas they recognise as corresponding to these vocational descriptions. Anyone wishing to exercise mobility can refer to the results of this work to have their qualifications recognised and make effective use of them.

- This work has also contributed to better mutual knowledge of national training systems. Equally, it encourages dialogue between employers' and workers' representatives at both national and Community level, as the vast field of vocational qualifications offers a meeting ground and much scope for fruitful cooperation between them.

18. EURYDICE and CEDEFOP - at the centre of information exchanges

Since 1976, the Member States and the Community have been drawing attention to the essential contribution which exchanges of information on education and vocational training have to make towards improving mutual understanding among the Member States and the quality of their cooperation.

By virtue of the complementary nature of education and training, EURYDICE, the Education Information Network in the European Community, and CEDEFOP, the European Centre for the Development of Vocational Training, have a leading role in the preparation and dissemination of reliable information in several languages. In recent years, the two networks have cooperated on terminological work, the production of joint publications and the ongoing exchange of information.

Information on education - EURYDICE

- By facilitating exchanges of information in relation to educational systems and national and Community policies in the field of education, the EURYDICE network has, since its creation, contributed to closer cooperation and better mutual understanding between Member States of the European Union.

In 1976, when the Council and the Ministers of Education adopted the Resolution on the first action programme in the field of education, they made provision in it for exchanges of information and experience. The EURYDICE network, which became operational in 1980, comprises units either located within the Education Ministries of the Member States or working closely with them. Since 1 January 1994, the five EFTA/EEA countries have also been taking part in the network's activities, bringing the total number of National Units to 20. The European Unit, set up by the Commission, is principally responsible for coordinating the network's services and activities, facilitating exchanges within the network, and producing basic documents on the education systems and comparative analyses on topics of common interest.

EURYDICE gathers information through a question and answer system and the creation of data bases, thus enabling those responsible for education policy to access up-to-date information on the education systems in the Member States. Its publications are also distributed to a more general public.

In 1990, the Council of Ministers adopted a Resolution, and in 1992 Conclusions, dealing specifically with the role of EURYDICE. These recognised EURYDICE as the main source of information on Member State and Community structures, systems and developments in the field of education, and called for it to be strengthened to put it in a better position to meet the new demands for information, in terms of both quality and quantity, the challenge presented by the increased number of countries covered by the network's activities and, more particularly, the new prospects opened up by the Treaty on European Union and the new Article 126.

Thus it is that the promotion of information (EURYDICE) is in future to become an integral part of the new SOCRATES programme proposed by the Commission in January 1994. Future action in this area should lead to a strengthening of information on education systems and policies, reforms and innovations, and the results of educational research. The new policy will be in line with the EURYDICE network's operations over a period of almost 15 years and will in particular enable it to analyse trends, to anticipate needs in the education field and to undertake comparative studies of education and its social and economic environment.

The ARION scheme

• In addition to the work of the EURYDICE network, mention must be made of the **ARION** scheme, the main purpose of which is to arrange study visits for those responsible and those involved in education in the Member States, so as to facilitate exchanges of experience and information about innovations. The scheme provides 850 grants annually to enable experts nominated by the Member States to undertake one-week study visits.

These study visits focus on main themes such as education and educational values; the main actors in education; education and aids to education; and education and its environment. The structure of the programme makes it easy to meet new needs and priorities at Community and Member State level.

Over 5000 education experts have already had an opportunity to study developments in education policy on the spot in the Member States, reporting back to policy makers in their own countries.

CEDEFOP, the European Centre for the Development of Vocational Training

• The Council of the European Communities decided to set up CEDEFOP under a Council Regulation of 10 February 1975, giving it the mission of promoting the development of vocational training at Community level. Its tripartite organisational structure is unusual. CEDEFOP's Management Board includes representatives of the Commission, organisations representing workers and employers, and governments. CEDEFOP's Board approves its work programme, the annual report on its activity, and drafts and approves its budget.

CEDEFOP has three main tasks - information, research and joint action.

• Information is central to CEDEFOP's role. A network of Member State correspondents provides continuous updates to its documents and its bibliographical data bank, which are available to the public on electronic media. CEDEFOP distributes a large number of publications, including research reports, monographs, handbooks and periodicals.

As a Community centre for the promotion and conduct of research, CEDEFOP contributes to the planning and implementation of vocational training initiatives in the Member States, acting as a centre of attraction for innovations.

CEDEFOP also acts as a support structure for the Commission, with the role of encouraging concerted efforts to tackle vocational training problems, and it takes many initiatives to provide opportunities for meetings between all those individuals and organisations which play a major part in vocational training. CEDEFOP assists the Commission more specifically in planning, implementing and evaluating Community programmes and schemes, such as those in relation to the comparability of qualifications or study visits for vocational-training specialists.

19. Europe and the world - expanding the scope of international relations

International organisations

• The European Community maintains ongoing relations with other international organisations in the field of education, principally with the Council of Europe and the OECD, but also with UNESCO, the Nordic Council and the ILO.

This cooperation takes the form of continuing exchanges of documentation and participation in major seminars and meetings organised by these bodies. Formal consultations are held at regular intervals and joint projects in specific areas of mutual interest have been launched.

The European Commission's cooperation and participation in activities of the **Council of Europe,** for example, have led to the organisation of a "European Schools' Day" and the publication of the European Educational Thesaurus, an multilingual reference tool essential to the computerisation and exchange of information.

The Commission participates in and contributes regularly to the Council of Europe's biennial Standing Conference of European Ministers of Education and also the meetings of its Education Committee and Standing Conference on University Problems (CCPU), at which questions concerning universities are discussed.

The Commission maintains close relations with departments of the **OECD** dealing with matters in which it has a direct interest. The Task Force Human Resources participates in meetings of the OECD Education Committee and its working groups, meetings of the Committee for Social Affairs and Manpower and of the Centre for Educational Research and Innovation (CERI). The main areas of common interest are the management of institutions of higher education institutions and their structures and curricula; the development of human resources; changes in the labour market; education; technological innovations; technical vocational training; and indicators and statistics on education and training.

Relations with **UNESCO** involve periodic exchanges of information and also *ad hoc* cooperation, more particularly with the UNESCO Institute of Education in Hamburg and the European Centre for Higher Education in Bucharest.

EFTA

• In the field of education, COMETT and ERASMUS were the first programmes to be opened up, in 1990 and 1992 respectively, to the countries of the European Free Trade Association (EFTA), which comprises Austria, Finland, Iceland, Norway, Sweden and

Switzerland, and also to Liechtenstein, under bilateral agreements with these countries. This enlargement was planned and executed in accordance with guidelines for cooperation in education established at the EFTA Ministers' meeting at Interlaken in May 1987, under the *ad hoc* "Oslo-Luxembourg procedure".

Under the agreement establishing the European Economic Area (EEA) which came into force at the beginning of 1994, after being signed on 2 May 1992 by the European Community and its Member States and the EFTA countries, Community schemes in relation to education and training are considered as areas of cooperation. Apart from integration into the COMETT agreement and ERASMUS, the exchanges of information and experience arranged under EURYDICE, ARION and CEDEFOP and the Youth for Europe actions were the starting points for this cooperation which began in 1994. It is intended that there should be full participation in Community programmes and initiatives in the education, training and youth sectors as from 1 January 1995.

The countries of Central and Eastern Europe

Cooperation with the countries of Central and Eastern Europe and with the Republics of the former Soviet Union comes under the TEMPUS programme described in section 12 of this document.

The European Foundation for Training

At the end of 1989, at an early stage in the political upheaval which has changed the countries of Central and Eastern Europe, the Heads of State or Government of the EC Member States proposed the establishment of a European Foundation for Training to give assistance to the countries of the former East bloc in reforming their education and vocational training systems. The Council Regulation setting up the Foundation was adopted at the same time as the TEMPUS programme in May 1990. The seat of the Foundation - Turin - was not however made known until the meeting of the European Council of 29 October 1993. The Council also conferred on the Foundation the task of managing the TEMPUS programme. Under the Commission's present timetable, the European Foundation for Training should be operational by the beginning of 1995. It will have a board of management comprising representatives of the Commission and the Member States of the European Union, assisted by an advisory forum which will include representative experts drawn from the world of training, particularly from the eligible states.

United States of America

- The long-term strategic effect of cooperation in education and training must be seen as an important factor contributing to the strengthening of relations between the Community and the United States. Better mutual understanding of each other's policies and interests in relation to human resources is increasingly seen as essential, given the current political and economic upheavals world-wide.

- In November 1990, the Community and the United States adopted the Transatlantic Declaration, a special chapter of which is devoted to education. A subsequent Memorandum of Understanding provides for the establishment of an EC/US Working Group on Higher Education and Vocational and Continuing Training.

- In 1992, the Commission presented a Communication on the future development of EC/US cooperation in education and training, providing for activities in three main areas - skills needs and training, cooperation in higher education, and complementary measures including exchanges, summer courses and intensive seminars.

During their meeting in November 1992, the Council and the Ministers of Education took note of this Communication and sought assurances that this Community cooperation with the United States would contribute added value to existing cooperation at Member State level.

- In October 1993, 23 projects involving some 200 institutions of higher education in the European Union and the United States were chosen as "joint demonstration projects". They include actions in the fields of student mobility - including placements in firms - mobility for teaching staff, the development of joint curricula, and a number of seminars. Mutual recognition of course credits was also raised and the possibility of extending the Community's course credit transfer scheme (ECTS) was examined.

The demonstration projects cover a wide range of areas such as environmental microbiology, the world-wide problem of groundwater protection, technology and international management, agriculture and EU and US policy in this area, development of a programme of studies on higher education, international marketing for SMEs, comparative studies of problems of immigration, ethnic identity, and policy on refugees.

Other countries

- Cooperative action is also in prospect involving Japan, the People's Republic of China, Canada, Latin America and Asia. This will consist generally of training programmes and student exchanges. Community experience is often used as a reference point for dialogue and the development of cooperation with these countries.

III ACTORS AND PARTNERS IN COOPERATION

1. The Council and its Education Committee

The **Education Committee** set up by the Council comprises representatives of the Education Ministers, the Commission and the Council. It is chaired by the representative of the Member State currently holding the Presidency of the Council. The Committee's main task is preparing for the meetings of the Council and the Education Ministers and following up their decisions, in close cooperation with the Commission. The Committee also undertakes the preparatory work on education questions included in the agendas of the Presidencies and, at the initiative of the Presidencies, organises meetings of senior officials responsible for education, to discuss problems common to all Member States.

2. The European Parliament and its activities

The **European Parliament** and its Committees on Culture, Youth, Education and the Media and on Social Affairs also play a leading role in discussions on education at Community level, as evidenced by the many Opinions the Parliament has adopted on proposals for actions and programmes submitted to it by the Commission. Since 1976, the Parliament has also adopted several reports which have influenced the development of cooperation in education. The most significant of these have dealt with key subjects such as education and training in the new technologies sector (Larive Report), open universities (Ewing Report), the education of children whose parents have no fixed abode (Vandemeulebroucke Report), the European dimension in schools (Lemass Report), higher education (Peri Report), a Community programme for education (Gaiotti Report), education and training in the run up to 1993 (Hermans report), the Memorandum on Higher Education (Elliot Report), the Memorandum on Open Distance Learning (Pack Report) and the education of migrant workers' children (Dührkop Dührkop Report).

The Committee on Culture and Youth contributes to the definition of policy and the development of Community activities in the field of education and training through its special hearings and informal information meetings. Written and oral questions put down by Members of the European Parliament are also, by virtue of their number and content, an essential element in the development of effective cooperation.

Under the new Article 126 introduced by the **Treaty of Maastricht,** the codecision procedure applies in the field of education. This procedure provides for qualified majority voting and gives more power to the European Parliament, which has a key role in the adoption of Commission proposals, including in particular the current one on SOCRATES. The Council must also consult the Economic and Social Committee and the new Committee of the Regions established by the Maastricht Treaty.

CHAPTER 3

EDUCATION, VOCATIONAL TRAINING AND YOUTH

Article 126

1. *The Community shall contribute to the development of quality education by encouraging cooperation between Member States and, if necessary, by supporting and supplementing their action, while fully respecting the responsibility of the Member States for the content of teaching and the organization of education systems and their cultural and linguistic diversity.*

2. *Community action shall be aimed at:*
   - *developing the European dimension in education, particularly through the teaching and dissemination of the languages of the Member States;*
   - *encouraging mobility of students and teachers,* inter alia *by encouraging the academic recognition of diplomas and periods of study promoting cooperation between educational establishments;*
   - *developing exchanges of information and experience on issues common to the education systems of the Member States;*
   - *encouraging the development of youth exchanges and of exchanges of socio-educational instructors;*
   - *encouraging the development of distance education.*

3. *The Community and the Member States shall foster cooperation with third countries and the competent international organizations in the field of education, in particular the Council of Europe.*

4. *In order to contribute to the achievement of the objectives referred to in this Article, the Council:*
   - *acting in accordance with the procedure referred to in Article 189b, after consulting the Economic and Social Committee and the Committee of the Regions, shall adopt incentive measures, excluding any harmonization of the laws and regulations of the Member States;*
   - *acting by a qualified majority on a proposal from the Commission, shall adopt recommendations.*

3. The main forums for dialogue at community level

The social dialogue

Discussions between representatives of both sides of industry at European level - the European Trade Union Confederation (ETUC) for the trade unions, the Union of Industrial and Employers' Confederations of Europe (UNICE) for private industry and the European Centre of Public Enterprises (CEEP) for the public sector - were set in train at the beginning of 1985 by Jacques Delors, the President of the Commission. This came to be known as the "social dialogue" and has continued to develop ever since. This type of dialogue is recognised by Article 118b of the EC Treaty as supplemented by the Single European Act, which provides that *"The Commission shall endeavour to develop the dialogue between management and labour at European level which could, if the two sides consider it desirable, lead to relations based on agreement."*

The social dialogue already has a not insignificant number of achievements to its credit, several **joint opinions** having been signed to date. These are the outcome of concerted action by employers' and employees' representatives meeting at European level and provide their counterparts throughout the Community with important guidelines which might also be followed up in the Member States.

Education and training are seen in the social dialogue as priority areas for the development of Europe. A specific working group has been set up in this field and its work produced tangible results in January 1990, with the adoption of a joint opinion on the education and training of young people and adults. Subsequent work has resulted in the adoption of three other opinions, one on young people's transition from school to working life, another on access to continuing training, and the last on vocational qualifications. In October 1992, the Working Group on Education and Training was re-appointed with extended terms of reference. Following its work on this basis, the social dialogue Committee gave it a new mandate on 7 July 1994, to re-examine the previous joint opinions with a view to their consolidation.

The Economic and Social Committee (ESC)

The Economic and Social Committee consists of representatives of all sectors of economic and social life, including employers and employees, farmers and hauliers, merchants, craftsmen and professional people. The Council and the Commission must consult the ESC as specified in the Treaty of Rome and in other cases deemed appropriate. Since the 1972 Summit Conference in Paris, the Committee has had a "right of initiative" empowering it to formulate opinions on all issues concerning the Community. The ESC has frequently been asked to give its opinion on education and training questions and programmes. These opinions are published in the Official Journal.

> ***Education has an essential role to play if the Community is to develop fully and have a solid foundation.***
>
> **ECOSOC Session of 23 and 24 April 1975**

The Committee of the Regions

The Committee of the Regions, the youngest of the European institutions, was established by the Treaty on European Union. It represents a significant stage in the "process of creating an ever closer union among the peoples of Europe, in which decisions are taken as closely as

possible to the citizen in accordance with the principle of subsidiary", to cite the preamble of the Treaty. The Treaty provides that the Committee of the Regions must be consulted by the Council or by the Commission in a number of areas, including **education and youth,** cultural affairs, public health, trans-European networks in the sectors of transport, telecommunications and energy infrastructures, and economic and social cohesion.

The Advisory Committee on Vocational Training

This Committee, set up in 1963, is composed of representatives of governments, trade unions, UNICE and observers. Its remit is to give advice to the Commission when proposals on training are being prepared and to issue formal opinions before the Commission takes a final position.

4. Other partners

In addition to the Community institutions and committees which provide a forum for exchanges of views and formal consultation with national representatives, and to the agreements reached with the employers' and employees' representatives in the context of the Social Dialogue, the Commission also has ongoing contacts with teachers' unions and many other European associations and organisations in the field of education, such as the European Trade Union Committee for Education (ETUCE), the European Parents Association (EPA), the European Teachers Association (ETA-AEDE), the Association of Teacher Education in the European Community (ATEE), and the European School Heads Association (ESHA).

These associations are also involved in Community activities, playing an important role not only as bodies providing direct, permanent links with what is going on the ground, but also as information relays by producing and distributing publications, and organising conferences, seminars and other events which contribute to the development of the European dimension of education. These groups generally receive financial support from the Commission where the objectives of their initiatives coincide with those of Community actions.

IV CONSTRUCTING THE FUTURE ON THE FOUNDATION OF PAST ACHIEVEMENTS AND WIDE-RANGING CONSULTATIONS

> ***Our first steps in the field of education are promising, as is demonstrated by the real success of our exchanges of young people, the university-enterprise cooperation under the COMETT Programme, and the inter-university exchanges under ERASMUS, which provide tangible proof that the European idea is starting to filter through. It is uplifting to experience, as I have done on numerous occasions, the enthusiasm of students, teachers and businessmen. Thanks to the increasing numbers of exchanges, they have become campaigners for this fifth freedom - the free movement of ideas.***
>
> **Declaration on the policies of the Commission of the European Communities by Jacques DELORS in Strasbourg on 17 January 1989.**

• As this report shows, the Commission has developed a wide range of action programmes and activities spanning all levels of education and training, and these are being progressively opened up to other countries in Europe. The development of "life-long learning" should be central to future human resources policies, so that everyone's social and vocational development is continuous and harmonious. The Community activities and programmes developed since 1976 have undoubtedly helped to improve understanding between Member States and to raise awareness of these issues in the minds of officials and others responsible for education and training in the European Union.

Against this background, a fundamental review aimed at the drafting of new proposals on education and training seemed necessary, and this was undertaken by way of consultation documents presented by the Commission (Memoranda and Green Paper).

The Commission has published and given a wide distribution to three Memoranda, the **Memorandum on Higher Education in the European Community,** the **Memorandum on Vocational Training in the European Community in the 1990s** and the **Memorandum on Open Distance Learning in the European Community** and in addition the **Green Paper on the European Dimension of Education.**

1. The Memorandum on Higher Education in the European Community

This Memorandum stresses the role which universities and other institutions of higher education should play in the development of the Community following the completion of the internal market.

Since 1987, over 2 200 establishments of higher education throughout the Community and 200 000 students have taken part in Community programmes in the higher education sector. These programmes, including COMETT, ERASMUS and LINGUA, have played a vital role both in fostering innovation and promoting cooperation between higher education.

establishments, and cooperation with firms at national and transnational level. Reinforcing the European dimension of higher education is of strategic importance to the Community, in view of the completion of the internal market, the move towards political union and the challenges the European economy faces on the world scene.

The first section of the Memorandum on Higher Education analyses the role of higher education and the contribution it can make both to economic, social and cultural progress and to the cohesion of the Community as a whole. The second section describes the new challenges which higher education faces and identifies five critical areas where new policies are needed. These are participation in and access to higher education; partnership with economic life; continuing education; open and distance education; and the European dimension in higher education.

Noting the growing demand for a highly qualified European labour force and the low rate of participation in higher education in Europe - only 20% in the Community as a whole - the Memorandum points to the need to provide much wider access to higher education, through increased flexibility and greater diversity of courses of study, along with improved opportunities for mature students and groups which are under-represented in higher education.

The Memorandum goes on to stress the importance of close cooperation between higher education and industry with a view to improving the quality of education, which must be capable of adapting quickly to scientific and technological progress. This type of cooperation is essential to ensuring that the benefits of relevant research and development activities carried out in institutions of higher education reach the business world.

It will also be important for institutions of higher education to adjust their educational structures and conditions for the award of academic diplomas so as to take into account both knowledge acquired in the workplace and the needs of students undergoing life-long training.

Recognition of qualifications and periods of study is crucial to the mobility of students and graduates in Europe. The ECTS project (European Community Course Credit Transfer System) of the ERASMUS programme provides a sound foundation for introducing new initiatives to benefit students in continuing training, promoting agreements to facilitate the recognition of studies on a much wider basis, and preserving the diversity of the range of courses.

The Memorandum was widely distributed and discussed throughout the Community in 1992, with a high level of participation and interest in all the Member States. The Commission, wishing to derive maximum advantage from this, first held preliminary discussions in the Council meeting of Education Ministers on 27 November 1992, then it prepared summary reports which were presented to the Council of Education Ministers in November 1993.

2. The Memorandum on Vocational Training in the 1990s

This Memorandum describes and puts into context the challenges of the next few years and proposes guidelines for future Community action in this area. Its proposals take into account the main challenges such as population changes, skills shortages and the role of small and medium-sized enterprises. Community objectives for vocational training come under two policy headings - guaranteeing the free movement of persons, and developing a common vocational training policy.

The Community's new objectives are based on three key ideas:

- Increasing **investment in training:** This objective requires all young persons to be given a broad-based, recognised vocational qualification, in order to facilitate their transition to adult and working life and their entry to the labour market, and in order to improve opportunities for life-long learning.
- Improving the **quality of training:** Exchanges of information and experience in the field of vocational training must contribute to an improvement in the quality of training available.
- **Guaranteeing transparency:** The Community must guarantee the transparency of vocational qualifications and the recognition of training on the labour market; diplomas, certificates and formal qualifications must be defined in a transparent and reciprocal manner.

In order to establish communication between those in the field and policy-makers, trans-European networks must be set up linking national data and enabling Europe to become one real communications network at Community level.

The EURYDICE network, in relation to education, and the CEDEFOP platform for exchanges in relation to vocational training are two examples of the results which can be achieved by expanding information and mutual understanding of these systems. The improvement of telematic links between public authorities will undoubtedly contribute to increasing their effectiveness and their potential for disseminating information.

3. The Memorandum on Open Distance Learning

In the context of the completion of the internal market and the achievement of political and monetary union, this Memorandum describes the importance, for both Member States and the Community, of distance learning in a large number of training and education activities. The Memorandum emphasises the need to improve access to vocational training at all levels, to establish standards and to improve quality by using distance-learning techniques and taking advantage of the latest technological advances.

The Memorandum recommends developing open and distance learning in the following areas of activity: improving the education and training infrastructure in the more remote and disadvantaged regions; upgrading European networks for cooperation between producers of distance-learning materials; encouraging cooperation between institutions providing traditional instruction and distance-learning establishments; the promotion of the quality of this education and protection for consumers and authors, in the context of the free movement of goods used in open and distance learning.

Several conferences and seminars have been organised in the Member States, providing opportunities for discussion of the proposals contained in these three Memoranda. Great interest has been shown in all Member States, as evidenced by the number of contributions received by the Commission following the discussions. The views of all those concerned will help the Commission to define its role in the future development of human resources in Europe and will facilitate the introduction of actions at the institutional, regional, national and Community levels.

4. The Green Paper on the European Dimension of Education

The Treaty on European Union marks an important step forward, the new Article 126 giving the Community new powers in the fields of education and youth. On 29 September 1993, the Commission presented a Green Paper on the European dimension of education as a basis for discussion, so as to encourage debate prior to formulating concrete proposals for Community action in the field of education.

This document, while fully respecting the principle of subsidiarity, presents action which might be taken by the European Union in this field, supplementing the action of the Member States. The aim is not to interfere in the organisation and content of education but, by starting with schools, to promote cooperation between schools through multilateral partnerships and projects; mobility of and exchanges between the various parties involved in the world of education; the development of language teaching and of distance and multi-media education; the promotion and dissemination of innovation in education; and a strengthening of exchanges of information and experience.

TOWARDS A NEW GENERATION OF PROGRAMMES AND ACTIONS

In the run up to the implementation of the new Treaty, these consultations will have provided in 1992 and 1993 some moments to pause and reflect, compared with the previous period of activity at Community level. This has provided the basis on which the Commission presented at the end of 1993 and the beginning of 1994 new proposals giving form to its desire to rationalise the Community programmes and actions which had developed up till now, in the fields of education, vocational training and youth. These will in future be brought together in three major programmes - SOCRATES, an action programme intended to contribute to the development of quality education and training and of an open European area for education; LEONARDO, an action programme for the implementation of a vocational training policy; and Youth for Europe III, a programme aiming to promote the development of exchanges of young people and activities in the youth field.

These proposals, currently in process of being adopted, mark the beginning of a new generation of programmes and actions in the areas of education, training and youth which are of cardinal importance to the construction of a citizen's Europe.

ANNEX:

REFERENCES

Introduction

This annex includes the main legislative texts and documents which have formed the basis of the Community's education, training and youth actions and programmes since 1976.

While it does not pretend to be exhaustive, this list is an indispensable tool for anyone wishing to trace the major stages in the development of the topics of Community cooperation in education.

The references are presented following the same structure as the document itself so as to enable the reader to consult them in parallel with the main text.

Documents of only passing interest, such as drafts of Directives, have been omitted in favour of the texts as definitively adopted.

Note

O.J. = Official Journal of the European Communities.
The Official Journals and the other publications of the Office for Official Publications of the European Communities are available at the sales points of the Office (see page 3 of the cover).

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